





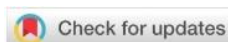


Training on the Preparation of Culturally Responsif Teaching-Based Teaching Materials in Sociology Subject

 Atik Catur Budiati^{1*},  Siany Indria Liestyasari²,  Dwi Astutik³,  Bagas Narendra Parahita⁴,
 Riadi Syafutra Siregar⁵,  Ghufonudin⁶

^{1,2,3,4,5,6}Universitas Sebelas Maret, Indonesia

✉ aticcaturbudiati@staff.uns.ac.id*



Article Information:

Received May 19, 2024

Revised May 30, 2024

Accepted May 31, 2024

Keywords:

Culturally Responsive Teaching (CRT); Sociology; Teaching Material

Abstract

This study aimed to prepare Sociology teaching materials based on Culturally Responsive Teaching (CRT) as an attempt to develop learning in accordance with students' characteristics. CRT learning is defined as a learning approach using students' cultural knowledge, experience, and creating local culture-based learning. This activity stage consists of training module preparation, workshop implementation, teaching material monitoring and evaluation, and follow-up plan. The output of this activity is CRT-based Sociology Learning Teaching Material. This activity engages Sociology teachers affiliated with Subject Teacher Conference (Indonesian: Musyawarah Guru Mata Pelajaran, thereafter called MGMP) of Sociology of Klaten Regency, consisting of 26 teachers. This activity was technically initiated with identifying the characteristic of local culture related to Sociology material. Furthermore, CRT teaching material is developed in Sociology learning in accordance with the characteristic of local culture. The presence of such teaching material is expected to encourage the students to know their cultural environment better, to analyze the concept of sociology in accordance with their environment, and to be tolerant to different cultures existing. As for the activities' results, the first is preparing five CRT-based Phase F sociology teaching materials. Second, sociology teachers can develop sociology learning according to students' cultural characteristics. Third, sociology teachers have a variety of learning approaches. Thus, CRT-based Phase F sociology teaching materials that may be utilized in the classroom are produced as a result of this service project.

A. Introduction

Education running in Indonesia is recognized to be the the part of new paradigm implementation. It is called Freedom Curriculum (Indonesian: *Kurikulum Merdeka*) as it is considered as a curriculum adaptive to time development. This curriculum develops an approach giving both schools and teachers autonomy to design learning in accordance to the context of local knowledge and need. This condition is different from previous curriculum tending to be centralized and standardized. Hartoyo & Rahmadayanti (2022) confirm that the current curriculum gives schools and teachers the freedom of preparing, developing, and implementing the learning according to school characteristics and student needs. The regularity with which instructors engage in socio culturally sensitive learning is correlated with their quality, hence it is critical to create CRT-based teacher preparation programs that will benefit all students, regardless of their backgrounds (Abacioglu et al., 2020).

In applying *Kurikulum Merdeka*, school are given an option of learning approach as the attempt of understanding student characteristics and needs, one of which is Culturally Responsive Teaching (CRT). CRT is an educational strategy known as "culturally responsive pedagogy" acknowledges the varied experiences and backgrounds of students while working to establish welcoming and stimulating learning environments (Caingcoy, 2023). Concretely, CRT learning uses students' cultural reference as a material learning medium aiming to maintain their cultural identity. It means that learning is associated with any things occurring in students' environment and thereby is contextual in nature. Gloria Ladson-Billings (Muñiz, 2019) mentions three purposes of CRT learning. Firstly, teachers can generate academic success. Secondly, the learning helps students develop positive ethnic and cultural identities and gain academic achievement. Thirdly, the learning should support the students' ability of recognizing, conceiving, and criticizing social inequality occurring today. Teachers focusing on these purposes in the learning practice and practitioners relevant to culture can empower the students not only intellectually but also socially, emotionally, and politically. Teachers play a crucial role in helping students develop soft skills through culturally responsive pedagogy. To do this, they must actively participate in the process of effectively communicating instructional objectives by realizing their full potential (Arathy, 2024).

Taher (2023) confirmed that the use of CRT can develop the students' learning motivation. This is also confirmed by Putri et al. (2022) study finding that the integration of culture into the learning can improve learning outcome compared with conventional learning. Learners' diverse identities and experiences are recognized, valued, and utilized to bridge challenging new material in a classroom that is culturally sensitive (Muñiz, 2019). It is an educational framework that recognizes the diversity of students in the classroom. This approach application will emphasize various techniques related to the integration of students' culture and background, and characteristic. Students' prior experiences provide unique insights and knowledge that must be considered for effective teaching. Teachers are prompted by culturally responsive pedagogies to create lessons that view students' diversity as assets rather than weaknesses (Kieran & Anderson, 2019). Take the time to learn about student life and culture.

There are three main factors influencing the implementation of culturally sensitive teaching (Muñiz, 2019). First, teacher training based on the creation of culturally responsive teaching strategies. Second, culturally sensitive teaching is a combination of knowledge and skills. Third, a culturally sensitive school applies culturally sensitive teaching in a broader context. The creation of instructional materials is one endeavor to advance learning using a CRT method. The four guiding concepts of culturally responsive education include inclusive curriculum and assessment, high standards and demanding instruction, a welcoming and affirming atmosphere, and continual professional development (Caingcoy, 2023). There are various approaches to produce teaching materials (Akhiruddin & Amir, 2022). One approach is (1) development, which involves creating teaching materials from scratch (blank) since the message being conveyed is highly distinctive and unusual. (2) Use: Take the finished study materials and use them just as they are. (3) Modification: the process of altering and modifying the course material.

Because cultural values must be communicated in order for students to learn them in schools, it is important to pay attention to and consider the availability of culturally responsive teaching materials in order to improve the quality of sociology instruction (Suwignyo et al., 2019). Culturally responsive pedagogy incorporates engagement and instructional tactics into an awareness of the existence, scope, and effects of social injustice on communities (Blitz et al., 2020). Sociology is a subject with competencies to be achieved focusing on sociological knowledge practice in daily life, particularly related to social problem solving. Messineo (2018) states that the learning science should be taken into account to improve the students' learning outcome in Sociology class. For that reason, teachers need a special learning strategy to encourage students to be critical and responsible for solving social problems using sociological knowledge they have. Good teaching resources are available for the concepts, values, and attitudes found in senior high school sociology textbooks. Sociology lessons can benefit from the usage of storyline-based teaching resources, which can help students develop their critical thinking abilities (Sudiasih et al., 2022). However, these materials are not applicable to the real-world situations in which sociology is taught, which makes both teachers and students feel alienated (Erianjoni et al., 2023). Sociology work with specialized skills and aptitudes associated with structured social systems that employ information to inform actions within certain social structures (Fernández-Esquinas, 2019). Based on that to improve the students' sociological conception, the observing ability should be developed based on the students' daily experience. The concept of sociology studied is used as a means of analyzing what the students have seen and observed. This condition creates the students' abilities of conducting sociological observation and of analyzing social world critically. Therefore, CRT approach is desirable in developing sociology learning in the class.

Through CRT approach, students will be able to study sociology contextually in accordance with their social environment.

Subject Teacher Conference (MGMP) of Sociology of Klaten Regency is a professional organization for Sociology teachers working at schools in Klaten Regency. This organization operates actively in various activities leading to the improved competency of Sociology teachers in the term of teachings, scientific work writing, research and learning media preparation. MGMP of Sociology plays a strategic role as a means for teachers to share their best teaching knowledge and practice they have applied in their own school with all fellow teachers within it. Through this training, the Sociology teachers are expected to know CRT approach and its implementation in the Freedom Curriculum learning. The purpose of teaching sociology is to specifically accomplish the following goals: (1) to increase students' mastery of the subject matter in order to empower them to solve problems and improve society; (2) to develop students' knowledge of sociology in order to improve their social skills in solving problems; and (3) to develop religious attitudes and high social ethics in order to give students the sensitivity, care, and responsibility to solve social problems in their community (Rochana, 2020). Departing from this problem, there should be an attempt of socializing and facilitating the activities leading to growing innovation culture and teachers' creativity in creating a contextual innovative teaching module of sociology in accordance with the characteristics of Freedom Curriculum learning.

B. Methods

This community service activity is implemented in 3 (three) stages: planning, implementation, and evaluation. The planning stage involves surveying partner and location, identifying and conducting centralized observation as an introduction to explore information related to cultural knowledge, identifying sociological material and integrating it into teaching material. The activity involved conducting interviews with the administrators of the Klaten Regency Sociology MGMP. This was followed by a needs analysis to determine the necessary training, which focused on compiling CRT-based teaching materials. Subsequently, coordination took place with the Chair of the Klaten Regency Sociology MGMP to plan activities, including determining the timing, location, and obtaining activity permits. In total, 26 sociology teachers participated in the training.

The service implementation stage is divided into two parts. The first part involves face-to-face activities that took place on April 29, 2024. These activities included lecture sessions, group discussions, and project assignments. The material presented focused on the CRT approach in the independent curriculum, principles of preparing teaching materials, and CRT-based sociology teaching materials. The aim of these activities was to transfer knowledge, experience, and technical strategies for preparing CRT-based sociology teaching materials. The output of this activity was a draft of CRT-based sociology teaching materials. The second part involved a 5-day guided training from April 30 to May 4, 2024, using an online system with the Google Meet and Google Drive platforms. The output of this activity consisted of 5 CRT-based sociology teaching materials.

The activity ends with evaluation stage by crosschecking the achievement of performance indicators designed previously through googleform platform. Additionally, the evaluation activity is carried out to measure the students' level of acceptance to this activity. The indicator of achievement uses model Facts, Feeling, Findings, and Future (4Fs). The four indicators are developed into an instrument consisting of 6 (six) close-ended questions. This study analysis follows the Plan, Do, and Review approach. The plan involves analyzing the needs of sociology teachers. The implementation of training activities is the "Do" phase. Reviews are conducted to assess whether the training has achieved its success indicators.

C. Results and Discussion

The change of curriculum at senior high school from the curriculum of 2013 into Learning Freedom Curriculum brings significant transformation to learning direction and characteristics the teachers should present to the students. One of approaches introduced by government is CRT. This approach refers to school and student needs and characteristics having not been developed much at schools. Sociology as a subject very close to the community's life values should answer this challenge. The main activity carried out in this training includes, firstly, conducting knowledge sharing through the workshop on preparing teaching materials using CRT approach; secondly, facilitating the members in preparing Sociology teaching materials through CRT approach; and thirdly, conducting evaluation on the guided training activity having been carried out along with the members to determine further steps to be taken for the next activity.

1. Planning Stage

The activity started with coordinating with chairperson and administrator of Sociology MGMP of Klaten Regency related to the identification of problems faced by Sociology teachers. From the result of coordination, 3 (three) problems are identified. Firstly, no training or workshop has been held specifically focusing on the discussion concerning CRT approach in general or in relation to Sociology subject in particular. Secondly, CRT approach has not been used as an approach to the implementation of Freedom Curriculum. Thirdly, the change of paradigm in the Freedom Curriculum should be developed further, one of which is through preparing teaching materials using CRT approach. Therefore, there has been an agreement to hold training on the preparation of Sociology teaching materials based on CRT engaging 26 Sociology teachers as the members of MGMP.

2. Implementation Stage

The implementation stage uses two methods: face-to-face held on Monday, April 29, 2024 and guided assistance activity related to the preparation of teaching materials for 5 days following the face-to-face activity. The activity started with the opening program performed by the Chairperson of Sociology MGMP of Klaten Regency as shown in Figure 1. The activity was attended by 26 participants constituting Sociology teachers with varying background, gender, tenure, school location, and occupational status. It is an important part of CRT concept accommodating all diversities existing in surrounding environment. The class model was prepared in group to facilitate the students to discuss and develop teaching materials (Figure 2).



Figure 1. Opening



Figure 2. Training Class Model

The next is the activity of delivering training materials involving recognizing CRT approach in the Freedom Curriculum, teaching instrument of freedom curriculum, and strategy of preparing CRT based teaching materials. Figure 2 shows a section of material developed and an example of CRT approach application in Sociology Learning. Training methods used were brainstorming, group discussion with coaching mentoring system and role playing. Groups were established based on diversity variation existing so that the teaching materials produced have broad local characteristics.



Figure 3. Training Materials

Brainstorming activity was carried out aiming to explore the teachers' prior understanding on CRT approach in the learning. The output gained was that the teachers have neither known yet the CRT approach nor attended training on CRT. Since the enactment of Freedom Curriculum, the government provides many learning approach choices as an attempt of fulfilling student needs and characteristics at school. One of approaches offered is CRT, as an approach integrating cultural content into the learning to enable the students to know cultural diversity in surrounding environment. Sociology as a science studying society is very close to the students' cultural reference and thereby it can connect the materials easily to the cultural content existing.

Following the material explanation, the next activity done is to prepare teaching materials in group. The participants of training are divided into 5 groups each of which determines Sociology sub-material developed into CRT-based teaching materials. Based on group discussion, the sub material includes social problem, local wisdom, social group, social conflict, and social harmony. Each of groups prepares teaching material in accordance with the template specified involving learning objective, concept map, material development, glossary, and bibliography. In the face-to-face session, each of groups makes draft to be developed further in assistance process beyond the face-to-face training hour.



Figure 4. Example of CRT-based Teaching Material

In the next step, each of groups presents the material using role playing method. One of groups presents the material and another group gives feedback. This process is carried out until all groups get their turn of presenting material and giving feedback. In this process, teachers found that many students still see CRT context in traditional culture as material content. Meanwhile, if conceived better, not only CRT approach is based on cultural traditional but also cultural characteristics develop along with the changes occurring in the society environment. The emphasis on social change is an important factor in developing cultural content as the students' reference to know their culture better.

3. Evaluation Stage

Face-to-Face activity ends with the distribution of evaluation instrument using Facts, Feeling, Findings, and Future (4Fs) approach. The instrument consists of 6 questions representing the condition of 4Fs. The result of evaluation on training activity can be seen in Table 1.

Table 1. Result of Training Evaluation

No	Indicator	Question	Answer	
			Yes	No
1	Facts	Does workshop activity benefits the development of Sociology learning in the class?	100%	0%
2	Facts	Are there any constraints faced in training activity process?	96.2%	3.8%
3	Feelings	Do you receive this activity happily?	100%	0%
4	Feelings	Are you feel bored receiving this activity?	0%	100%
5	Findings	Can the activities learned in workshop be applied in Sociology class?	100%	0%
6	Future	Will you implement the activity follow-up plan after attending this activity?	100%	0%

From Table 1, it can be seen that all participants respond positively to this training activity. In addition to instrument with the close-ended question, the participants were also told to give feedback openly to the training activity. The result of activity shows that all teachers respond to it positively. For more detail, see Table 2.

Table 2. Feedback to Training Activity

No	Indicator	Feedback
1	Facts	The activity is considered beneficial because it can provide new knowledge and make the learning non-monotonous.
2	Feelings	The activity is very joyful because some products can be produced and applied.

No	Indicator	Feedback
3	Findings	As the follow-up, workshop or comparative study are expected to be conducted in relation to the implementation of knowledge on how to prepare teaching material to monitor the development of teachers in practicing the CRT-based teaching materials.
4	Future	Such activity is expected to be conducted routinely (e.g. every semester) to increase new insight, because this activity is so enlightening in the development.

Table 2 shows the effectiveness of the training as seen from the 4F indicators, namely, activities provide new knowledge of sociology learning approaches through the *Merdeka* curriculum. Second, the training method is interesting, fun, and product-based. Third, there needs to be a follow-up plan so that teaching materials can be implemented in sociology classes. Fourth, sociology teachers have the hope that training needs to be carried out regularly with different themes.

D. Conclusion

The following conclusions can be drawn based on the result of training activity. Firstly, training specific for sociology teachers is still conducted rarely. It can be seen from the result of brainstorming in the beginning of class indicating this. Secondly, CRT training has never been carried out, but several teachers have practiced CRT-based learning. The point needing further development is related to how to connect Sociology material to contextual phenomenon with cultural content existing today in surrounding environment. Thirdly, teachers attend the training on the preparation of CRT-based teaching materials enthusiastically and actively. The submission activity is conducted through google drive and the assistance process through gmeet and face-to-face meeting.

The Sociology teachers hope that this training will be sustainable and the intensity of training for Sociology teachers should be developed to improve the quality of Sociology learning. It can be seen from the feedback given. Additionally, collaboration between MGMP of Sociology and Sociology-Anthropology Education Department is required to create the synergy between teachers and academicians to develop a better Sociology learning. One limitation of this study is that it did not follow up on the implementation of the teaching materials that were created. Therefore, in the future, there is a need for action research to assess the success of teaching materials in teaching sociology.

E. Acknowledgments

I would like to express my appreciation to the sociology teachers who are members of the Klaten Regency Sociology MGMP for their cooperation and participation during this service activity. Their responsiveness and willingness to put in the time is invaluable.

References

- Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736–752. <https://doi.org/10.1111/bjep.12328>
- Akhiruddin, A., & Amir, A. (2022). Sociology teaching materials development based on the inside out circle model to espouse learners' multiliteracies. *Cypriot Journal of Educational Sciences*, 17(12), 4424–4436. <https://doi.org/10.18844/cjes.v17i12.7947>
- Arathy, K. (2024). *Culturally Responsive Teaching : Fostering Skills For A Diverse World*. 30(5), 10692–10695. <https://doi.org/10.53555/kuey.v30i5.4805>
- Blitz, L. V., Yull, D., & Clauhs, M. (2020). Bringing Sanctuary to School: Assessing School Climate as a Foundation for Culturally Responsive Trauma-Informed Approaches for Urban Schools. *Urban Education*, 55(1), 95–124. <https://doi.org/10.1177/0042085916651323>
- Caingcoy, M. (2023). Culturally Responsive Pedagogy. *Diversitas Journal*, 8(4), 3203–3212. <https://doi.org/10.48017/dj.v8i4.2780>
- Erianjoni, Beri, D., & Yusra, A. (2023). *for High School Sociology Learning* (Vol. 1). Atlantis Press SARL. <https://doi.org/10.2991/978-2-494069-35-0>
- Fernández-Esquinas, M. (2019). Dealing with the profession of sociology: opportunities and problems at the interface between training and professional development. *International Review of Sociology*, 29(3), 336–353. <https://doi.org/10.1080/03906701.2019.1672349>

- Hartoyo, A., & Rahmadayanti, D. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2247–2255. <https://doi.org/10.31004/basicedu.v6i4.3431>
- Kieran, L., & Anderson, C. (2019). Connecting Universal Design for Learning With Culturally Responsive Teaching. *Education and Urban Society*, 51(9), 1202–1216. <https://doi.org/10.1177/0013124518785012>
- Messineo, M. (2018). 2017 Hans O. Mauksch Address: Using the Science of Learning to Improve Student Learning in Sociology Classes. *Teaching Sociology*, 46(1), 1–11. <https://doi.org/10.1177/0092055X17742193>
- Muñiz, J. (2019). Culturally Responsive Teaching: A 50-State Survey of Teaching Standards. *New America*, March, 2–51. <https://eric.ed.gov/?id=ED594599>
- Putri, D. A. H., Asrizal, A., & Usmeldi, U. (2022). Pengaruh Integrasi Etnosains Dalam Pembelajaran Sains Terhadap Hasil Belajar: Meta Analisis. *ORBITA: Jurnal Pendidikan Dan Ilmu Fisika*, 8(1), 103. <https://doi.org/10.31764/orbita.v8i1.7600>
- Rochana, T. (2020). The Implementation of Multicultural- Based Sociology Learning in Senior High School. *Komunitas*, 12(2), 288–297. <https://doi.org/10.15294/komunitas.v12i2.23338>
- Sudiasih, Y., Sinaga, R. M., & Widodo, S. (2022). The Development of Sociology Teaching Materials Based on Articulate Storyline to Improve Students' Critical Thinking Skill. *Iarjset*, 9(2), 1–6. <https://doi.org/10.17148/iarjset.2022.9201>
- Suwignyo, H., Saryono, D., & Roekhan. (2019). Examining the implementation of Culturally Responsive Teaching Materials (CRTM) of Sasak culture literature using Culturally Responsive Teaching (CRT). *International Journal of Humanities and Innovation (IJHI)*, 2(1), 13–20. <https://doi.org/10.33750/ijhi.v2i1.31>
- Taher, T. (2023). Analisis Keterampilan Komunikasi dan Kolaborasi Siswa Introvert dengan Pendekatan Culturally Responsive Teaching. *Jambura Journal of Educational Chemistry*, 5(1), 21–27. <https://doi.org/10.34312/jjec.v5i1.17463>

Copyright Holder

© Budiati, A. C., Listyasari, S. I., Astutik, D., Parahita, B. N., Siregar, R. S., & Ghufonudin, G.

First publication right:

Jurnal Pengabdian Kepada Masyarakat

This article is licensed under:

